

EVERETT PUBLIC SCHOOLS INSTRUCTIONAL VISION

Everett Public Schools provide universal access to high impact, standards-aligned, Tier 1 instruction. Our classrooms are safe, joyful and inclusive spaces where ALL students are empowered to own their learning and celebrate their growth! Students are eager to come to school because in our classrooms:

Students do the thinking

They make authentic connections between what they learn both within and across content areas. They engage in productive struggle and persevere through challenges because they know they can and will master content and skills. They collaborate with one another, as a community of learners, and construct multiple paths for solving problems. They share their ideas and thinking in a variety of ways.

Student voice is elevated

They do most of the talking. They are encouraged to process and communicate in their native language or mode of communication. They ask questions, drive discourse, explain their thinking and prove their points. When students share- their peers probe, provide feedback and/or build on their ideas. They use academic language and push each other for precision.

Students are supported

The students are ours; every single one of them. We take collective ownership of the success of every single student in our schools. They are seen as individuals who have unique strengths that are assets to share with the collective. Their needs are known and their teachers provide access to grade level instruction and content within every classroom by using high quality instructional materials and leveraging best practices (like scaffolding, Universal Design for Learning, SIOP and GLAD) to fully meet the needs of each student. They are encouraged to take risks and embrace making mistakes as part of the learning process; they embody a growth mindset. They regularly receive meaningful feedback related to their learning and growth.

Students are empowered

They bring their own knowledge, native languages, abilities, and lived experiences to the table. They see themselves represented in the materials, culture and staff at our schools. They exercise choice and agency. They cogenerate our classrooms with our teachers (co-creating, routines, collective knowledge and resources, and agreements) because they feel ownership of the learning space and outcomes.

